



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Mr. Brown Lesson #: 2 Facet: (Compare)

Grade Level: 9-12 Numbers of Days: 4-5

Topic: Human/Environmental Geography

PART I:

Objectives

Students will understand that the study of geography helps to better predict consequences of human interaction at the local, state, national, and global level.

Students will know bodies of water, rising sea-levels, industrialization, CO₂, flooding, pollution, o-zone

Students will be able to compare sea levels of pre-industrial and post-industrial Earth.

Product: Google Docs

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Maine Learning Results

Content Area: Social Studies

Standard: D. Geography

Standard: D1 Geographic Knowledge, concepts, themes, and patterns

Grade Level Span: 9-Diploma

Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

Rationale: Through observing differing case studies students will understand and be able to predict how humans can safely manage geographic processes in order to save lives and provide general prosperity in a given environment.

Assessments

Formative (Assessment for Learning)

Section I – [[#|checking]] for understanding during instruction

During the "Find the Fib" and "Turn and talk" activities teacher will observe conversation to check for understanding and students will share each others thoughts on the topic to conduct peer review.

Section II – timely feedback for products (self, peer, teacher)

Students will self-assess "hand-prints" (graphic organizer) by reviewing a checklist of all of the major ideas to make sure their 5 items are pertinent and goal-oriented. Feedback on student's hand-prints will be provided by the teacher and handed back the following day.

Summative (Assessment of Learning):

Students will be assessed on a research report they create in pairs using Google Docs that details how industrialization has effected a local community.

Integration

Technology:

Students will use Google Docs to create a research report.

Content Areas:

English, Social Studies, Math (statistics): Students will be building on their English writing abilities while studying a social/environmental case study. They will use gather and translate statistics in order to reinforce their report with data.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will be given the "Hand [[#|print]]" graphic organizers in order to reflect and deepen their understanding of the main points of the lesson. Cooperative learning takes place during the Find the Fib and Turn and Talk activities. During the completion of the research report, students will work in pairs to [[#|complete]] their case study/report.

Section II – Groups and Roles for Product

In pairs, students will review the rubric and guidelines for the assignment and decide between themselves who will be responsible for what material. Pairs will be decided via random group generator on the web.

Differentiated Instruction

MI Strategies

Logical: Students will be required to research and present statistics relevant to their case study and include it in the research report. The logical learner will benefit from understanding the importance of the case study through logical reasoning based on researched data and from following the suggested "formula" or sequence that is suggested when writing the paper.

Verbal: The turn and talk activity provides a chance for every student to vocalize their thoughts and opinions on the provided case study and writing the research report allows a linguistic path toward internalization of material.

Visual: By reviewing their own graphics organizers visual learners will internalize the main points more efficiently. Also, visual learners experience will be enhanced by watching the video [Water World](#)

Intrapersonal: Intrapersonal learners will benefit from the hand-print graphic organizer as it provides time for them to think reflectively about their own learning. Although the research report is done in pairs, it is up to the students if their choose to work independently on different portions of the content or as a pair on everything throughout the writing process.

Interpersonal: Find the fib, turn and talk, and google docs research report all allow for peer collaboration and interpersonal dialogue.

Kinesthetic: Hands-on activities include creating their own handprint and Google Doc.

Naturalist: Since the entire lesson is based around environmental changes, naturalists will be inclined to be interested in the content.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

Students will be expected to check class wiki for an overview of what was covered in class as well as what is assigned for homework. They will also be provided with my e-mail address to be able to contact me for clarification. "Learning buddies" will also be partnered at the beginning of class to provide additional information for the absent student which will serve the dual purpose of keeping the absent student up to pace as well as reinforcing (for the learning buddy) what was covered in class when they reiterate what was covered.

Extensions

Type II technology: Class wiki is a type two technology because it allows for easy sharing of information including links to additional forms of media that will appeal to the multiple intelligences, meaning that whoever may be absent will have multiple choices for catching up on what they missed.

Gifted Students: There will be no maximum limit on the amount of information in the research report, so those who are interested and wish to go above and beyond in their research may do so. It will be stated that if outstanding work is presented in the research report, it will be sent to political representatives from the state and pertinent social activists in order to help raise awareness about the student's chosen topic.

Materials, Resources and Technology

blank paper for Hand [Print](#) graphic organizer, pens/pencils, projector, video player, lined paper, access to google docs for all students (laptops?)

Source for Lesson Plan and Research

Water World

After reviewing this video, students will conduct most of the research on their own case study and benefit from learning how to provide their own sources of information.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Day One

Hook [Water World](#) will be introduced verbally and then presented. **30-35 mins**

Students will be given a chance immediately after the video to raise their hands and ask questions about anything they were confused about. Once that is done, a turn and talk activity will be conducted and students will share their thoughts on the video with each other, and then out loud with the class. **20-30mins**

Hand print graphic organizer will be created by the students and handed in by the end of class. **(15 mins-remainder of class)** if there is a lot of time left then students will be asked to compare their graphic organizers with one another to compare similarities/differences in what they thought was the most important information.

Day Two

Students will be handed back their graphic organizers and will review the comments made on them for the first **5 minutes** of class.

Class will be asked if they are aware of any other events going on in the world that are similar to this case study in any way and to think about this and vocalize it during a turn and talk. **5-10 mins**

They will then be asked to verbally explain what it is and how it relates out loud to the class. Anything provided at this moment will be written on the board for later use (when students are deciding what they would like to do their research report on). **5-10 mins**

Students will then be asked to do a quick write about how this case study might affect them in their daily life even though it takes place hundreds of miles away. **10 mins**

3 minute Brain Break

Students will spend the rest of class time researching current events that relate to environmental concerns and effects of industrialization.

Day 3

Students will come in to class and watch a slide show (with music in the background) created by the teacher that portrays human struggle in the face of environmental concerns. **5 mins**

Students will get into their assigned pairs based off of the random group generator online. **5 mins**

Students will be given this entire class period to come up with an outline for their research paper and to begin to gather resources for information and compile that information into their outline.

Day 4

For the first **10-15 minutes** of class, students will openly raise hands with comments/concerns about the research report and each will be immediately addressed by the teacher. The rest of the class time will consist of working on the report. During this time, the teacher will meet with each group to review what they have accomplished so far, provide feedback, and answer any questions. It is explained during this time that the report is due by next class.

Optional Day 5

Depending upon how students are doing, the teacher will decide if a 5th day is needed to provide in-class work time. If it is not needed, teacher will collect research reports and move on to the next lesson. The following class the students will have their papers graded and handed back with comments.

Content Notes

Students will understand that human interaction can effect geographic processes and be able to understand the positive and negative side effects of that.

Students will know bodies of water, rising sea-levels, industrialization, CO₂, flooding, pollution, and o-zone. Understanding and being able to define these vocabulary terms will serve as a foundation of knowledge for students to have when working on their final products.

Students will be able to compare sea levels of pre-industrial and post-industrial Earth and understand the effects of this environmental concern.

(See teaching and learning sequence for detailed explanation of how these goals will be reached.

Handouts

Graphic Organizer (blank paper to become hand print), Self assessment checklist for handprint and research report, Journals/Quick write supplies

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Beach Ball

With an open variety of case study topics for students to choose from (including the option of researching and choosing their own topic), this lesson allows a final product that Beach Balls will love and allows them to be the center of their own learning. An optional extension for day 5 of this lesson also allows for good discussions to continue past the designated time period without sacrificing in-class work time.

Clipboard

With guidelines and rubrics to follow for the final product, clipboards will have a clear-cut and defined expectation of what they are trying to accomplish. Also, the daily agenda will be outlined at the onset of each class so that clipboards know what to expect (with the side effect of making transitions between topics and activities flow more smoothly).

Microscope

Allowing students to choose a case study and delve deep into it in their research report on their chosen topic, Microscopes will be offered opportunities to deeply explore the content and make connections between their discoveries and the main themes of the lesson.

Puppy

With turn and talk activities, puppies will feel encouraged to participate in discussion in a respectful climate. While this will be done multiple times throughout the lesson, peers and colleagues will practice empathetic listening and sensitivity towards others opinions while being offered a time and place for their own thoughts and opinions to be heard as well.

Rationale

With a plethora of activities and options amidst assignments, this lesson provides something for every learning style and type of intelligence. Communication in the classroom throughout the course of this lesson allows each student a chance to be heard and practice active listening skills. This provides a strong foundation for cognitive, linguistic, social, and physical development while not sacrificing the needs of intrapersonal students.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Formative: During the "Find the Fib" and "Turn and talk" activities teacher will observe conversation to check for understanding and students will share each others thoughts on the topic to conduct peer review. The hand print graphic organizer also allows for formative assessment to occur and students will benefit from receiving feedback from the teacher following completion of the graphic organizer.

Summative: Summative assessment occurs after the completion of the research report. During the creation of the report, sufficient class time is provided as well as one-on-one (or two if both group members are present) in order for the teacher to assist and guide students toward completing the outlined expectations. During meeting/work times in class, the teacher will assess and provide feedback on the final product before a final version is handed in for grading. If students are unhappy with the grade they receive following this lesson, they will be provided with the option of making corrections in order to receive a maximum of full credit for the assignment which allows them to prove their mastery *if they choose to*.

Rationale: With multiple opportunities for formative assessment throughout this lesson, students will benefit from being able to display and reflect on their abilities and personal growth as well as deepen their understanding of the content. With a mandatory feedbacking session that takes place during the class before the assignment is officially due, students will have a final and clear understanding of what they need to do in order to meet all of the criteria. An optional fifth day of the lesson also allows time for

students who need it to finalize their products and receive yet another round of feedback before handing it in should they so choose.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge: (see content notes)

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Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future

Facet: (Compare)

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Logical: Students will be required to research and present statistics relevant to their case study and include it in the research report. The logical learner will benefit from understanding the importance of the case study through logical reasoning based on researched data and from following the suggested "formula" or sequence that is suggested when writing the paper.

Verbal: The turn and talk activity provides a chance for every student to vocalize their thoughts and opinions on the provided case study and writing the research report allows a linguistic path toward internalization of material.

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Interpersonal: Find the fib, turn and talk, and google docs research report all allow for peer collaboration and interpersonal dialogue.

Kinesthetic: Hands-on activities include creating their own handprint and Google Doc.

Naturalist: Since the entire lesson is based around environmental changes, naturalists will be inclined to be interested in the content.

Type II Technology: Google Docs

Rationale: Through differing forms of cooperative learning, self assessment, peer assessment, and timely feedback from the teacher, a variety of instructional strategies are offered throughout the course of this lesson.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

[illegible]

